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ABSTRACT

The annual evaluation of an English-German bilingual education program in the Edmonton Public Schools, extending from kindergarten through grade 4 at the time of evaluation, is presented. The current evaluation focuses on grade 2 and 3 achievement in English language arts and mathematics, self-esteem, cognitive development, German language skills, attitudes toward learning German, German cultural knowledge of grade 3 students, and reactions to the program by school personnel and parents. Recommendations include extension of the program to grades 5 and 6, acquisition of additional German language library books, special attention to curriculum development for the leading highest grade, and special attention to English language arts in grades 1 and 2. (MSE)

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Evaluation of the Bilingual (English - German) Program

1982 - 83

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Alberta
EDUCATION

EVALUATION OF THE BILINGUAL (ENGLISH-GERMAN) PROGRAM 1982-83

Edmonton Public Schools

October, 1983

Program Review, Research, Liaison Branch
Instructional Services Division
Edmonton Public Schools
10010-107A Avenue
Edmonton, Alberta
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ABSTRACT

In 1978-79 a Bilingual (English-German) program was introduced at the Kindergarten level in two Edmonton Public Schools. Since then the program has been extended one grade per year and will continue to Grade 6 in 1984-85.

The annual evaluation is designed to determine the extent to which the objectives of the program are being achieved, and to identify areas of the program in need of improvement. In 1982-83 the focus of the evaluation was: Grade 2 and 3 student achievement in English Language Arts and Mathematics; self-esteem, cognitive development, German language skills, attitude to learning German, and German cultural knowledge of Grade 3 students; and reactions to the program from school personnel and parents.

IMPLICATIONS FOR ACTION

1. The Bilingual (English-German) program should be continued to Grade 5 in 1983-84 and to Grade 6 in 1984-85.
2. Additional German language library books should be acquired by the program schools.
3. Special attention should be given to curriculum development for the program for the Grade 5 class in 1983-84 and Grade 6 class in 1984-85.
4. As required, special attention should be given to the instruction of English Language Arts in Grades 1 and 2 in the program schools.

SUMMARY RESULTS

A. Achievement in Grades 2 and 3 English Language Arts and Mathematics

   1. Grade 2 program students scored statistically significantly lower in English Language Arts achievement than their English controls. There were no differences, however, in Mathematics achievement scores between Grade 2 program students and their controls. Further analysis of the data indicated that in both Grade 1 in 1981-82 and Grade 2 in 1982-83, the statistically significant difference in reading achievement between program students and their controls only occurred in one of the two schools offering the program. During the 1983-84 school year, the problem in reading achievement in this school will be addressed by the principal.
   2. There were no statistically significant differences in English Language arts achievement between Grade 3 program students and their unilingual controls. The Grade 3 program students scored statistically significantly higher than their controls in Mathematics achievement.

B. Grade 3 Students' Cognitive Development

No statistically significant difference was found between program students and their unilingual English controls on their Slossen IQ test scores.

C. German Language Skills, Attitudes to Learning German and German Cultural Knowledge in Grade 3

Program students' mean academic skills score on the E.P.S. Grade 3 German Survey Test was 75%. The attitude portion of the survey indicated a positive response to learning German. The students' mean score on the knowledge of German culture section of the test was 76%.

D. Grade 3 Students' Self-Esteem

No statistically significant differences were found between either male or female program students and their controls on their Canadian Self Esteem Inventory for Children scores.

E. Reactions to the Program

In general, teachers, principals, and parents were satisfied with the operation of the program. Concern was expressed about the availability of German language materials and curriculum, transportation arrangements, and split grades for certain program students.

F. Withdrawals from the Program

Ten students withdrew from the program during 1982-83.

DETAILED RESULTS OF THE EVALUATION

1. INTRODUCTION

A. Description of the Program

In 1978-79 a Bilingual (English-German) program was introduced at the kindergarten level in two Edmonton Public Schools. Since then the program has been extended one grade per year and will continue to Grade 6 in 1984-85.

B. Purpose of the Evaluation

The evaluation is designed to answer the following questions:

1. Are the students achieving at a level appropriate to their ability in English Language Arts and Mathematics?
2. To what extent are the students acquiring German Language skills?
3. Are the students acquiring an appreciation and knowledge of German culture?
4. What are the reactions of the principals, teachers, and parents to the program?
5. Why do some students withdraw from the program?
6. What effects, if any, does the program have on the social, psychological, and cognitive development of the students?

II. METHOD

A. Subjects

Information relevant to the 1982-83 evaluation was obtained from the following:

1. All Grade 2 students enrolled in the Bilingual (English-German) Program (N=37).
2. Grade 2 control students, matched by sex, grade level, and Metropolitan Readiness Test score, drawn from the same school where possible, and enrolled in the regular English program (N=28).
3. All Grade 3 students enrolled in the Bilingual (English-German) Program (N=35).
4. Grade 3 control students matched by sex, grade level, and Metropolitan Readiness Test score, drawn from the same school where possible, and enrolled in the regular English program (N=23). These control students were used as the comparison group when examining the program students' cognitive development as measured by the Slossen IQ Test.
5. Grade 3 control students matched by sex, grade level, and Canadian Cognitive Abilities-Verbal IQ score, drawn from the same school where possible and enrolled in the regular English Program (N=34). These control students were used as the comparison group when examining the program students' English Language Arts achievement.

6. Grade 3 control students matched by sex, grade level, and Canadian Cognitive Abilities Quantitative IQ scores, drawn from the same school where possible and enrolled in the regular program (N=34). These control students were used as the comparison group when examining the program students' Mathematics achievement.
7. All the Grade 3 English program students in the two schools that offer the Bilingual (English-German) program (N=19). These control students were used as the comparison group when examining the program students' self-esteem.
8. All program teachers Grades 1 to 3 (N=5), all program principals (N=2), and all program parents (N=114).

B. Instruments and Procedures

1. To evaluate achievement in English Language Arts and Mathematics The Elementary Reading Test and The Elementary School Mathematics Test developed by Edmonton Public Schools, were administered to Grades 2 and 3 program students and their controls in May and June, 1983.
2. To evaluate Grade 3 students' cognitive development the Slossen Intelligence Test (an individual aural IQ test) was administered to program students and their controls in May, 1983.
3. To evaluate Grade 3 students' self-esteem the Canadian Self-Esteem Inventory for Children Form A was administered to program students and their controls in May, 1983.
4. To evaluate Grade 3 students' German language skills, attitudes to learning German, and German cultural knowledge, a test developed by Edmonton Public Schools was administered to program students in June, 1983.
5. To assess attitudes to the program and determine its strengths and weaknesses, questionnaires designed by Edmonton Public Schools' personnel were sent to parents, program teachers, and principals in June, 1983. Questionnaires were also sent to parents who withdrew their child from the program.

III. STUDY RESULTS

A. Achievement in Grade 2 English Language Arts and Mathematics

1. T-tests for independent samples indicated statistically significant differences between program students and their controls in English Language Arts. On both the Decoding and and Comprehension sections of the Elementary Reading Test, program students scored lower than their regular program control students. Further analysis of the data indicated that in both Grade 1 in 1981-82 and Grade 2 in 1982-83, the significant difference only occurred in one of the two schools offering the program. During the 1983-84 school year, the problem in reading achievement in this school will be addressed by the principal.
2. A t-test for independent samples indicated no statistically significant difference in achievement in Mathematics between program and control students.
3. No statistically significant difference in Metropolitan Readiness Test scores was found between program students and their controls. See Table 1 for a complete summary of achievement results.

B. Achievement in Grade 3 English Language Arts and Mathematics

1. T-tests for independent samples indicated no statistically significant differences in achievement between program students and their controls in English Language Arts on either the Decoding or Comprehension sections of the Elementary Reading Test.
2. A T-test for independent samples indicated a statistically significant difference between program students and their controls in Mathematics, with the program students scoring significantly higher.
3. No statistically significant difference was found between the Canadian Cognitive Ability Test - Verbal IQ scores of program students and the controls used for comparing reading achievement or between the Canadian Cognitive Ability Test - Quantitative IQ scores of program students and the controls used for comparing Mathematics achievement.

   See Table 2 for a complete summary of these results. Tables 3 and 4 present the correlations between the variables used for matching project and control students and the achievement variables studied.

TABLE 1

Grade Two Reading & Mathematics Achievement Scores

(Total N of Program Students = 37)

VARIABLE	MAXIMUM SCORE	N	MEAN	S.D.	DIFFERENCE IN MEANS
Reading - Decoding					
Program Students with controls	70	25	54.2	11.1	-7.7**
Controls		25	61.9	8.7	
Program Students Without Controls		9	66.6	4.9	
All Program Students		34	57.5	11.3	
E.P.S. - 1983			59.5	8.9	
Reading - Comprehension					
Program Students with Controls	70	25	44.0	15.8	-11.1**
Controls		25	55.1	11.6	
Program Students Without Controls		9	63.7	6.0	
All Program Students		34	49.2	16.4	
E.P.S. - 1983			52.0	12.2	
Mathematics					
Program Students with Controls	60	26	51.7	6.0	-1.5
Controls		28	53.2	5.5	
Program Students Without Controls		9	57.1	2.6	
All Program Students		35	53.0	5.8	
E.P.S. - 1983			53.3	5.8	
Metropolitan Readiness Test					
Program Students With Controls	97	28	73.2	15.0	.2
Controls		28	73.0	15.0	
Program Students Without Controls		7	92.9	4.1	
All Program Students		35	77.1	15.7	

** $p < .01$

TABLE 2

Grade 3 Reading, Mathematics, and IQ Scores

(Total N of Program Students = 35)

VARIABLE	MAXIMUM SCORE	N	MEAN	S.D.	DIFFERENCE IN MEANS
Reading-Decoding	63				
-Program Students		35	54.7	4.9	.4
-Controls		32	54.3	5.1	
-E.P.S. - 1983			50.2	7.8	
Reading-Comprehension	77				
-Program Students		35	63.4	10.7	.4
-Controls		32	63.0	11.5	
-E.P.S. - 1983			55.9	13.5	
Mathematics	60				
-Program Students		33	55.5	3.9	3.8*
-Controls		32	51.7	8.6	
-E.P.S. - 1983			48.0	8.8	
Slossen IQ					
-Program Students with Controls		22	123.5	11.7	9.1
-Controls		23	114.4	19.5	
Canadian Cognitive Abilities Test-Verbal IQ					
-Program Students		35	117.4	11.8	-.4
-Controls		34	117.8	12.0	
Canadian Cognitive Abilities Test - Quantitative IQ					
-Program Students		34	118.1	16.6	1.2
-Controls		34	116.9	15.6	
Metropolitan Readiness Test	97				
-Program Students		23	79.3	11.8	-1.7
-Controls		23	81.0	9.9	

* $p < .05$

TABLE 3

Correlation Between Metropolitan Readiness Test Scores And Achievement Test Scores For Grade 2

	Correlation With Met Score	N
Reading		
- Decoding	.45***	57
- Comprehension	.54***	57
Mathematics	.67***	61

TABLE 4

Correlations Between IQ Scores And Achievement Test Scores for Grade 3

	Correlation	N
CCAT - Verbal IQ and Reading-Decoding Score	.65***	67
CCAT - Verbal IQ and Reading-Comprehension Score	.68***	67
CCAT - Quantitative IQ and Mathematics Score	.65***	66
Metropolitan Readiness Test Score and Slossen IQ	.32**	51

** $p < .01$
*** $p < .001$

C. Summary of Achievement Results for 1980-81, 1981-82, and 1982-83

There were no statistically significant differences found in English Language Arts or Mathematics between the group of program students enrolled in Grade 1 in 1980-81 and their controls in any of Grades 1, 2, or 3. The group of program students enrolled in Grade 1 in 1981-82, however, did score statistically significantly lower than their controls in English Language Arts in both Grades 1 and 2. Further analysis of the data indicated that in both Grade 1 in 1981-82 and Grade 2 in 1982-83, the significant difference between program students and their controls in reading achievement only occurred in one of the two schools offering the program. During the 1983-84 school year, the problem in reading achievement in this school will be addressed by the principal.

D. Grade 3 Students' Cognitive Development

A T-test for independent samples indicated no statistically significant differences in Slossen IQ scores between program students and their controls. No statistically significant differences in Metropolitan Readiness Test scores were found between program students and their controls.

See Table 2 for a complete summary of these results.

E. Grade 3 Students' German Language Skills, Attitude to Learning German and German Cultural Knowledge

Students' mean raw score on the academic skills section of the Grade 3 German Survey Test was 74.6 out of 100. Their mean score on the attitude to learning German section was 9.7 out of 15 and their mean score on the knowledge of German culture section was 11.4 out of 15. See Table 5 for a complete summary of these results.

F. Grade 3 Students' Self-Esteem

Due to the fact that the proportions of males and females were not the same for the project and control groups the results were analyzed separately for males and females. T-tests for independent samples indicated no statistically significant differences in Canadian Self-Esteem Inventory for Children scores between program students and their controls for either males or females.

See Table 6 for a complete summary of the results.

TABLE 5

GRADE 3 GERMAN SURVEY TEST

Description	Marks Possible	$\bar{X}$	X(%)	S.D.
REVIEW				
Cluster 1 - Listening	10	8.5		0.8
Cluster 2 - Reading	10	8.7		1.4
Review Subtotal	20	17.2	85%	1.5
LISTENING				
Cluster 3 - Recognition of Verb, Person and Tense	8	5.3		1.6
Cluster 4 - Contextual Analysis	8	6.2		1.7
Cluster 5 - Literal & Inferential Comprehension	12	10.7		1.2
Listening Subtotal	28	22.3	79%	3.4
READING				
Cluster 6 - Phonology	6	4.5		1.2
Cluster 7 - Contextual Analysis	6	4.7		1.3
Cluster 8 - Literal Comprehension	5	4.4		0.8
Cluster 9 - Inferential Comprehension	7	5.5		1.8
Reading Subtotal	24	19.0	79%	3.9
WRITING				
Cluster 10 - Cloze	6	3.2		1.5
Cluster 11 - Picture Description	6	3.1		2.2
Writing Subtotal	12	6.3	53%	3.4
ORAL EXPRESSION				
Cluster 12 - Introductory Converation	6	4.6		1.2
Cluster 13 - Picture Description	10	5.2		3.2
Oral Expression Subtotal	16	9.8	61%	3.9
ACADEMIC SKILLS TOTAL	100	74.6	75%	12.5
ATTITUDE SURVEY				
Cluster 14 - Attitudes About Learning German	7	4.8		1.7
Cluster 15 - Appreciation of German Culture	8	4.9		2.1
Attitude Subtotal	15	9.7	65%	3.4
KNOWLEDGE OF GERMAN CULTURE				
Cluster 16 - Knowledge of German Culture	15	11.4	76%	2.0

TABLE 6

Grade 3 Self-Esteem Scores

VARIABLE	MAXIMUM SCORE*	N	MEAN	S.D.	DIFFERENCE[1]
Total Score	50				
Project Males		16	39.3	6.0	5.9
Control Males		7	33.4	10.7	
Project Females		16	34.7	9.7	.7
Control Females		12	34.0	5.8	
General Sub-scale	20				
Project Males		16	16.3	3.1	2.7
Control Males		7	13.6	4.3	
Project Females		16	14.4	4.6	1.8
Control Females		12	12.6	3.1	
Peer Sub-scale	10				
Project Males		16	6.6	1.8	1.2
Control Males		7	5.4	2.9	
Project Females		16	5.5	2.6	.3
Control Females		12	5.2	1.5	
School Sub-scale	10				
Project Males		16	8.2	1.6	.2
Control Males		7	8.0	1.7	
Project Females		16	7.3	2.0	-1.2
Control Females		12	8.5	1.2	
Home Sub-scale	10				
Project Males		16	8.2	2.0	1.8
Control Males		7	6.4	3.2	
Project Females		16	7.5	2.2	- .3
Control Females		12	7.8	1.4	

* The higher the score the higher the students' self-esteem.

1 None of the differences were found to be statistically significant ($p < .05$)

G. Reactions to the Program

Questionnaires were sent to all principals (N=2), the program teachers from Grades 1 to 3 (N=5), the parents of program students in Grades 1 and 4 (N=54), and the parents of program students in Grades 2 and 3 (N=60). The two groups of parents were sent separate questionnaires. A copy of all questionnaires can be found in Appendix C. Both of the principals, four of the five teachers, 63% of the parents of students in Grades 1 and 4 and 70% of the parents of students in Grades 2 and 3 responded to the questionnaires.

1. Curriculum Content

a. Total Instructional Time in English and German

According to E.P.S. guidelines, approximately 50% of instruction time is spent in German, and 50% in English for Grades 1 to 6 in the bilingual (English-German) program. In Kindergarten, teachers are advised to spend as much time as possible in German. In general, teachers reported that their programs were consistent with these guidelines, although one teacher reported spending 65-70% of instruction time in German.

b. Subject Instructional Time in German and English

See the following table for the percentage of instruction time teachers report spending in German.

TABLE 7

% of Instructional Time spent in German

Subject	Number of Teachers Teaching Subject*				
	0% In German	30% In German	50% In German	70% In German	100% In German
English Language Arts	4	-	-	-	-
Mathematics	3	-	-	-	-
German Language Arts	-	-	-	-	4
Physical Education	-	1	2	-	
Music	-	-	-	-	2
Art	-	1	1	-	1
Social Studies	-	-	-	1	1
Science	2	-	1	-	-
Health	1	-	2	-	1

*The number of teachers does not always add to four due to missing responses.

The majority of parents of students in Grades 2 and 3 said that 50% of instructional time in the program should be spent in German.

c. Coverage of Suggested Curriculum

No major problems were reported by teachers in completing the suggested curriculum in Mathematics, Science and Health, English Language Arts, and Social Studies. However, one teacher reported 'probably not' being able to cover the material in English because the time spent teaching the German Language has been at the expense of time for teaching English Language Arts.

d. Curriculum Materials

Three of the four teachers, and one of the principals reported that there were not enough German books and magazines of appropriate difficulty, besides textbooks, available at their school for students. One teacher said that there were enough books but not enough magazines.

Three teachers suggested that more children's magazines would be helpful; one teacher suggested that more German activity books for teachers were required; one teacher would like more seasonal books for teachers and students; and one principal requested more materials at the upper elementary level, particularly with Canadian content.

Forty-one percent of the parents of students in Grades 1 and 4 said that the program's curriculum resources were good, 29% said more German library books are needed and 26% said that the curriculum for the lead class was never ready on time. Thirty-six percent of the parents of students in Grades 2 and 3 said that too few German language materials were available in the schools.

2. Operational Concerns

a. Transportation

At present, 101 of the bilingual program children who attend Rideau Park and 49 of the bilingual program children who attend Forest Heights are not from within the schools' boundaries. Both principals indicated that the

bilingual program children from outside the neighborhood commute to school by school bus. One of the principals commented that transportation costs are affecting the program in that some parents cannot afford it and therefore cannot enroll their child in the program. The other principal commented that parents are very happy about the program except for the cost of busing.

The majority of parents of Grade 2 and 3 students said that it was 'somewhat' or 'very' easy to arrange transportation for their child. Six parents, however, commented that the bus service was too expensive. Thirty-five percent of the parents of Grades 1 and 4 students also commented that bus service was too expensive, 32% were satisfied with the transportation available, 23% felt that the bus trips were too long, and 21% felt that transportation problems (cost, bus schedules, etc.) make it difficult for children to take the program.

b. Lunch Hour Arrangements

At present, 85 children in the bilingual program eat lunch at Rideau Park and 40 children in the bilingual program eat their lunch at Forest Heights. Both principals indicated that special arrangements did have to be made for the bilingual program children.

Both principals indicated that making lunch hour arrangements was 'somewhat inconvenient', and both reported the lack of an adequate facility for lunch.

Regarding the supervision of children who ate lunch at school, one principal indicated that this was carried out by approximately ten volunteer parents a week as well as by the principal and a lunch-room aide. The other principal indicated that supervision was carried out by the teacher-aide. Both principals indicated that these arrangements were 'somewhat satisfactory'.

The majority of the parents of students in Grades 2 and 3 are satisfied with the lunch arrangements as regards supervision, facilities, and activities.

c. Facilities

One principal reported that due to the program the duplicating demand for curricular materials was high. The majority of the parents of Grades 1 and 2 students felt that the facilities available to the program were good.

d. Special Scheduling Arrangements

One principal indicated that special scheduling had been necessary due to the split grades in the bilingual program, and special lunch and bus scheduling were necessary.

3. Students' Previous Experience With German

Teachers' reports indicate that 59 of their 83 students (71%) had previous experience with German before entering the program. Forty-one percent of the parents of students in Grades 2 and 3 said that English was the only language spoken at home. Forty-three percent said that both English and German were spoken, and 12% said that German was the only language spoken at home.

4. Late Entrants

Late entrants in the bilingual (English-German) program are those students who did not enroll in Kindergarten or Grade 1 in the bilingual program.

Of the four teachers in Grades 1 to 3, one teacher reported that late entrants integrated 'very successfully' into the program, two teachers reported that they integrated 'unsuccessfully' into the program, and one teacher reported that one student had been 'very unsuccessful' while another had been 'successful'.

5. Teachers' Professional Development

All four bilingual program teachers attended one or more of the bilingual inservices held during 1982-83. One teacher reported that the inservice(s) were 'helpful' and three teachers reported that they were 'somewhat helpful'.

Two of the four teachers wanted one to two inservices a year and two wanted three to four sessions. All four teachers wanted the inservices to cover 'make and take sessions', two wanted them to cover 'techniques for teaching social studies in German' and one wanted 'discussion of difficulties and problems'.

6. Resource People

In general, teachers found program resource people to be helpful. All four teachers reported that they received assistance from a teacher aide during 1982-83. Two indicated that the teacher aides were 'very helpful', one indicated that they were 'helpful' and one that they were 'somewhat helpful'.

Three of the four teachers reported that they received assistance from parents. Two teachers found them 'helpful' and one found them 'very helpful'.

Three of the four teachers reported that they received assistance from the Second Languages consultant. One teacher found them 'somewhat helpful' and two found them 'helpful'.

One teacher commented that parents could be more helpful if they had a greater knowledge of school equipment and the German language, and one teacher suggested that consultants should make more trips to individual classrooms. Thirty-two percent of the parents of students in Grades 1 and 4 said that they thought the teachers and school staff involved in the program were good.

7. Integration of the Program

Both principals reported that the bilingual classes were 'an integral part of the school'.

8. Major Problems with the Program

One principal indicated that there were major problems with the bilingual program in their school. Low enrollments were creating difficulty in organizing classes. One teacher indicated that students were experiencing difficulty in speaking fluency.

9. Parental Involvement with the Bilingual (English-German) Program

All four teachers indicated that they would like parents to be involved with the bilingual program.

Eighty-eight percent of the parents of Grades 2 and 3 students were personally involved in the program this year and 81% would like to be involved next year. About 50% were involved in field trips, and lunch hour supervision, and approximately the same number would like to be involved in these activities next year.

The number of times that these parents were involved in lunch time supervision ranged from 3 times during the school year to once a week.

10. Parents' Reasons for Enrolling their Child in the Program

Sixty-nine percent of parents of Grades 2 and 3 students said that one of the major reasons for enrolling their child in the program was that it is easier to learn a second language at a younger age. Sixty-seven percent said that they enrolled their child because they spoke German themselves and 64% said that they wanted their child to become bilingual.

Ninety percent of these parents also answered 'yes' to the question of whether they would like their child to develop an appreciation of German culture.

11. Communication With the School

Eighty-eight percent of the parents of students in Grades 2 and 3 reported that they received adequate information about their child's progress in the German language.

12. Association for English-German Education

The objectives of the Association are to provide direction and feedback to E.P.S. administrators about the organization of the program, to receive and disseminate information about the program and to assist where possible in the provision of a better program. Sixty percent of the parents of Grades 2 and 3 students thought that the Association for English-German Education achieved their objectives this year.

Eighty-eight percent of these parents received information from the Association this year. Fifty percent said that there should be more communication between the Association and parents.

13. General Satisfaction With the Bilingual (English-German) Program

One principal reported that students and parents felt 'happy' about their participation in the program, and one principal reported that students and parents felt 'very happy' about their participation in the bilingual program.

The majority of the parents of students in Grades 2 and 3 indicated that they and their child were 'happy' or 'very happy' about being in the program (89% and 74%).

All teachers and principals rated the program overall during 1982-83 as 'successful' or 'very successful'.

Seventy-one percent of the parents of students in Grades 1 and 4 commented that they thought the program was successful.

14. Suggested Changes to the Program

No major changes were suggested by teachers or principals although two teachers suggested that more curriculum and materials were needed, and one would like to see a standardized test established for students who wish to enter the program after Grade 1.

H. Student Withdrawal

Ninety-four percent of the parents of Grades 1 and 4 students, and 84% of the parents of Grades 2 and 3 students said that they would enroll their child in the program next year.

Three Grade 1 students, three Grade 2 students, and four Grade 3 students withdrew from the program during 1982-83. Of these students, three students withdrew because their family moved, one parent reported withdrawing the child because the child was having problems with reading in both English and German, one parent said that he withdrew his child because the child was unhappy and was not able to speak German before entering the program, and one parent withdrew his child due to transportation problems. A teacher indicated that another child was also withdrawn because of transportation problems. No information was available on the other three students who were withdrawn.

Two of these parents withdrew their child in August/September and two in May/June.

Two of the parents responded to questions about their childs' past and present achievement. One said that their child was doing much better in English Language Arts, Mathematics, Social Studies, and Science now that they are no longer in the program, and one said their child was doing the same in all but English Language Arts where they were doing better.

APPENDIX A

QUESTIONNAIRE RESULTS
PARENTS, GRADES 2 AND 3

PARENT QUESTIONNAIRE GRADES 2 AND 3 (N=42)

TABLE 8

Which Languages Are Spoken At Home?

	Percent
English	41
German Only	12
English and German	43
English, German, & Ukrainian	2
German and Spanish	2

TABLE 9

Major Reason(s) For Enrolling Their Child in the Program

Reason	% Who Checked *
- Future Job Opportunity	21
- To Become Bilingual	64
- Cultural Enrichment	45
- Easier to Learn a Second Language at a Younger Age	69
- Took Advantage of the Opportunity Since The Program was in the Neighborhood	26
- Canada is a Country Which is Officially Multicultural	17
- Child Attended Other Bilingual Programs	-
- Parent(s) speak German	67
- To Help My Child Better Understand German People and Their Way of Life	21
- Other (Specify)	
- to further intellectual development	7
- grandparents speak German	2
- relatives live in Germany	2
- they felt that those parents who choose a bilingual school would have more common values and their children would be more homogeneous	2
- a broadening experience for the child	5

* Parents could check more than one reason.

TABLE 10

What Percent of Time Should Be Spent In German in the Program?

% of Time	% of Parents
30% in German	2
40% in German	7
50% in German (as in current program)	74
60% in German	2
75% in German	10
No Response	5

TABLE 11

Would They Like Their Child To Develop An Appreciation of German Culture ?

	Percent
Definitely Not	-
Preferably Not	2
Indifferent	7
Preferably Yes	52
Definitely Yes	38

TABLE 12

Are Sufficient German Language Materials Available to their Child?

	Percent
Too Many	-
The Right Amount	36
Too Few	36
Do Not Know	21
No Response	7

TABLE 13

Comments Regarding Materials Available

# Making The Comment	Comment
2	There are not enough reading materials available.
1	There are not sufficient library books of medium difficulty.
1	There are no German bookstores from which to obtain materials.
1	The school has to write their own curriculum.
1	Materials from Germany take months to get here.
1	The quality of some of the xeroxed materials leaves much to be desired.
1	The parents have enough German books at home.
1	They are concerned that the curriculum is never completed before the year begins

TABLE 14

Parental Involvement in The Program This Year
And Next Year

	% Who Were Involved	% Who Would Like To Be Involved
Yes	88	81
No	12	14
No Response	-	5

TABLE 15

How Parents Were Involved And
How They Would Like To Be Involved
In The Program

Type of Involvement	% Who Were Involved	% Who Would Like To Be Involved
Field Trips	52	52
Publicity for Bilingual Program	29	21
Preparation of German Materials (Games, etc.)	7	19
Help in Classroom	17	29
Lunch Hour Supervision	55	48
Association for English-German Bilingual Education	36	24
Other (please specify)		
- phoning	2	-
- free advertising	2	-
- help where needed	-	2

TABLE 16

How Often Parents Were Involved and Would Like To Be Involved in Lunch Time Supervision

	No. of Times Involved					No. of Times Would Like To Be Involved*				
	None	3-8	10-12	20	40	None	3-8	10-12	20	40
Percent	50	36	10	2	2	74	5	5	2	2

TABLE 17

Did They Receive Adequate Information From The School About Their Child's Progress in the German Language?

	Percent
Yes	88
No	12

* 12% said "as needed"

TABLE 18

How Well Has The Association For English-German Education Achieved Their Objectives This Year?

	Percent
Not At All	-
Somewhat	24
Very Well	36
Do not Know	36
No Response	5

TABLE 19

Did the Parents Receive Any Information From the Association For English-German Bilingual Education This Year?

	Percent
Yes	88
No	7
No Response	5

TABLE 20

Should There Be More Communication Between The Association And The Parents?

	Percent
Yes	50
No	33
No Response	17

TABLE 21

Does Their Child Attend Their Neighborhood School?

	Percent
Yes	12
No	88

TABLE 22

How Difficult Was It To Arrange Transportation
For Their Child If They Did Not Attend Their Neighborhood School?

	Percent
Very Difficult	7
Somewhat Difficult	14
Somewhat Easy	41
Very Easy	38

TABLE 23

Comments Regarding Transportation Arrangements

# Making The Comments	Comments
6	The transportation is too expensive.
6	The parents drive their child to school.
3	A good city bus route is available.
3	The bus trip is too long.
1	They used the bilingual transportation but were unhappy with it and resorted to taxis.
1	The bus arrives at school too early.
1	It is very difficult to arrange busing.
1	Their child walks to school.
1	They live out of the Edmonton School District.
1	They are happy with the transportation.

TABLE 24

Does Their Child Eat Lunch At School?

	Percent
Yes	91
No	9

TABLE 25

How Satisfied Are They With The Lunch Arrangements?

	Percent					
Aspect	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	No Response
Supervision	11	-	16	47	26	-
Facilities	5	11	13	42	26	3
Activities	3	5	24	39	26	3

TABLE 26
Comments Regarding Lunch Arrangements

# Making The Comment	Comment
2	Some parents forget to show up on their lunch supervision days.
2	They are concerned with the use of the T.V. as a way of occupying the students' time over the lunch hour.
1	The parents and school staff are very dedicated to the program.
1	They need a permanent lunch room.
1	Some staff do an excellent job providing students with lunch hour activities.
1	The lunch hour supervisors should have the authority to discipline the children.
1	Their son has no complaints regarding lunch hour arrangements.
1	They have made other lunch arrangements due to dissatisfaction with supervision.

TABLE 27

How Do They Feel About Their Child's
Participation in the Bilingual Program?

	Percent
Very Unhappy	2
Unhappy	-
Neutral	10
Happy	41
Very Happy	48

TABLE 28

How Does Their Child Feel About Being In
The Bilingual Program?

	Percent
Very Unhappy	2
Unhappy	2
Neutral	21
Happy	31
Very Happy	43

TABLE 29

Will They Enrol Their Child In
The Bilingual Program Next Year?

	Percent
Yes	86
No	-
Undecided	14

TABLE 30

Why Might They Withdraw Their Child From the Program?

	Percent
Transportation Problems (please specify)	
- bus trip is too long; 1 1/2 hours each way	16
Family moved to new neighborhood	-
Child had trouble learning German	-
Child had difficulty with English Language Arts	-
Child conflicted with teacher and/or classmates	-
Other	
- child needs more specific help with learning disabilities	16
No Response	67

TABLE 31

Comments Made Regarding Changes They Would Like Made To The Bilingual Program

# Making The Comment	Comment
3	None
3	The program is good.
3	There should be increased time for German.
2	The teachers are excellent.
2	The teachers need to have curriculum guides and materials at the beginning of the school year.
2	There is a need for more language training for the instructors.
1	The program should continue to emphasize strong grounding in the basics (reading, spelling and mathematics).
1	Teachers should continue to emphasize the German part of the program.
1	More time should be spent on conversation.
1	They would not like their child's progress in English to suffer because too much time is spent on German.
1	They are concerned that the development in English reading skills is lagging.
1	The suitability of the Grade 2 curriculum (eg. Social Studies) should be reviewed.
1	There should be more play periods in German (eg. acting).
1	German homework causes problems for English speaking parents. They would like some English instructions.
1	They are unhappy with the teacher.
1	They would like to see some kind of credit given after Grade 6 for having a second language.
1	The program is geared for children who speak German at home and this makes it difficult for those who do not.
1	A trilingual program should be considered.
1	They are disappointed with the program.
1	Parents should be advised before report-card time if their child is having problems.
1	Bus fare should be reduced.
1	They wish enrollment was higher.

APPENDIX B

Questionnaire Results
Parents, Grades 1 and 4

Parent Questionnaire

Grades 1 and 4 (N=?4)

Comments

1. Transportation (busing schedules, etc.)

# Making The Comment	Comment
12	The cost of transportation is too high.
11	They are satisfied with the transportation available.
8	Bus trips are too long.
7	Transportation problems(cost, schedules, etc.) make it difficult for children to take the program.
5	E.T.S. bus service is better and/or cheaper than E.P.S. bus service.
4	Their children do not use the bus.
2	They are basically satisfied with the schedules.
1	Yellow bus drivers are rude and uncooperative.
1	Occassionally the bus does not show up.
1	Transferring is a problem.

2. Facilities (adequate space, etc.)

# Making The Comment	Comment
28	The facilities are good.
2	The play area outside is poor (Rideau Park).
2	They do not object to the use of portables.
2	They do not like the portables.
1	A new portable is required for the fall class.
1	If another school in west or north Edmonton could offer the program, transportation problems would be eased.
1	There is a need for improvement in the lunch facilities (presently the gym floor is used).

3. Curriculum Resources (textbooks, library books, etc.)

# Making The Comment	Comment
14	The resources are good.
10	More German library books are needed.
9	The curriculum for the lead class is never ready on time.
2	The texts seem satisfactory.
2	Adequate translated materials are not available.
1	The excellence of the teachers outweighs the curricular problems.
1	The Grade 1 German reader is boring.
1	More German readers are necessary.
1	Social Studies books which are equivalent to the English level are needed for the lead class.
1	The library books for kindergarten to Grade 2 are too hard.
1	The Parent Association has bought most of the library books.
1	More teacher resource material is needed.

4. Personnel involved With The Program

# Making The Comment	Comment
12	School staff are excellent.
11	The teachers are good.
5	The principal is good.
2	The support staff is good.
2	Parents do a lot of volunteer work.
1	The teacher does not control the class well enough.
1	The teacher's knowledge of German is sometimes inadequate.
1	It would be better to have an experienced teacher teaching Grade 1.

5. Overall Success of the Program

# Making The Comment	Comment
24	The program is successful.
8	Their child's progress demonstrates the success of the program.
3	The program should be continued.
2	Their child loves school.
2	The curriculum needs completion.
2	The cost of transportation should be reduced.
1	The children need more field trips and other 'fun' activities - they are working too hard.
1	Their child needs help in German reading and spelling.
1	It would be nice if more parents gave input into the program.
1	They are concerned that the class is not progressing as fast as they should in mathematics.

6. General Remarks

# Making The Comment	Comments
6	The cost of busing is a problem.
5	The program is excellent.
5	They would like the program to continue to Grade 9.
4	They are happy with their child's progress.
2	The program should be continued.
2	The teachers are excellent.
2	Teachers should be well-screened for German ability.
2	All children need the benefit of a second language.
2	More financial support is needed from E.P.S.
1	Their child enjoys speaking German.
1	Their child enjoys the program.
1	There is a need to develop more quality curriculum materials.

6. General Remarks (cont'd)

# Making The Comment	Comment
1	The curriculum should be ready before school starts.
1	Classes should be organized so that bilingual classes are taught the English curriculum with the regular classes and in this way split grade classes could be avoided.
1	The program is a little hard for the Grade 1 students.
1	The program provides a challenge for their child.
1	Class size is too large.
1	Parents are very involved in the program.
1	Thank you for offering the program.
1	They hope there will be a kindergarten class next year.
1	There is a need to encourage more parents to enrol their children in the program.
1	The bus trips should be shorter - children spend too many hours on the bus.
1	There should be a standard fee which all parents pay which would cover the cost of transportation (whether their child uses the bus or not). In this way, those families who live further away from the school would not be penalized so much.

7. Will You Keep Your Child In The Program to Grade 6?

	NUMBER
YES	32
NO	1
UNDECIDED	1

APPENDIX C

Instruments

BILINGUAL (ENGLISH-GERMAN) PROGRAM

Principal Questionnaire, Spring 1983

1. How many children in the bilingual program are not from within your school's boundary?_____

2. How do most of the bilingual program children from outside the neighbourhood commute to school?

   __ School bus __ ETS __ Driven by parents or car pool

   __ Other (specify)_____

3. How inconvenient have transportation arrangements for these children been for your school personnel?

   __ Not at all __ Somewhat inconvenient __ Very inconvenient

4.a) Approximately how many children in the bilingual program eat their lunch at your school? _____

b) Did special lunch hour arrangements have to be made for the bilingual program children?

   __ No, usually no children in the bilingual program eat lunch at the school.

   __ No, lunch arrangements had to be made anyway for other children not in the bilingual program.

   __ Yes

c) How inconvenient was it to make these arrangements?

   __ Not applicable __ Not at all __ Somewhat __Very

d) What, if any, have been the major inconveniences?_____

   _____

e) What arrangements have been made for supervising the children who eat lunch at your school?

   __ Not applicable

   __ Volunteer parents (How many per week?_____)

   __ Teachers(How were they chosen? _____

   _____)

   __ Teacher aides

   __ Other(specify) _____

f) How satisfactory are these arrangements? __ Not applicable

__ Very unsatisfactory __ Somewhat unsatisfactory __ Somewhat satisfactory __ Very satisfactory

g) Are there enough German books and magazines of appropriate difficulty, besides textbooks, available at the school for your students?

__ Yes __ No

If "no", specify the types of additional reading or reference materials that are needed?_____

_____

5. What, if any, special facilities or equipment have been necessary because of the bilingual program in your school?_____

_____

6. What, if any, special scheduling arrangements have been necessary because of the bilingual program in your school?_____

_____

7. To what extent are the bilingual classes an integral part of your school?

__ Very isolated __ Somewhat isolated __ Somewhat an integral part __ Very much an integral part

8. In your opinion, are there major problems with the bilingual program in your school? __ Yes __ No

If "yes", what are the major problems?_____

_____

9. In your opinion, how do the pupils in the bilingual class feel about their participation in the program?

__ Very unhappy __ Unhappy __ Neutral __ Happy __ Very happy

10. In your opinion, how do the parents of the pupils in your school feel about their children's participation in the bilingual program?

__ Very unhappy __ Unhappy __ Neutral __ Happy __ Very Happy

11. How would you rate the overall success of the bilingual program?

__ Very unsuccessful __ Unsuccessful __ Successful __ Very successful

12. Please make any additional comments you wish regarding the bilingual program. (Use the back of this page.)

BILINGUAL (ENGLISH-GERMAN) PROGRAM

Teacher Questionnaire, Spring 1983

Grade:_____ Number of students:_____

1. Did you attend any of the bilingual inservices this year? __ Yes __ No

   If "yes", how helpful did you find them?

   __ Not at all helpful __ Somewhat helpful __ Helpful __ Very helpful

   Briefly explain your response (e.g., which inservice was most helpful and why; which inservice was least helpful and why).

   _____

   _____

2. Compared to the number of inservices held this year, how many bilingual (English-German) inservices are needed next year?

   __ More __ Same __ Less

3. Which topic(s) do you feel future inservices should cover?

   __ make and take session

   __ discussion of difficulties and problems

   __ techniques for teaching German comprehension and expression

   __ techniques for teaching German reading and writing

   __ techniques for teaching social studies in German

   __ other (Please specify) _____

4. How many inservice sessions a year would you like?

   __ 0 __ 1-2 __ 3-4 __ 5-6 __ More than 6

5. Are there enough German books and magazines of appropriate difficulty, besides textbooks, available at the school for your students?

   __ Yes __ No

   If "no", specify the types of additional reading or reference materials that are needed._____

   _____

6. Which of the following resource people have assisted you and/or your students this year? How helpful were they?

	Assisted Yes	Assisted No	Not at all helpful	Somewhat helpful	Helpful	Very helpful
Teacher aide	☐	☐	☐	☐	☐	☐
Parents	☐	☐	☐	☐	☐	☐
Bilingual Program or Second Language Program consultant	☐	☐	☐	☐	☐	☐
Project teacher	☐	☐	☐	☐	☐	☐

7. Briefly suggest how each could be more helpful. _____

_____

_____

_____

8. In which language do you teach the following subjects?

	German only	English only	Both (Specify approximate % of time spent in German)
German Language Arts	☐	☐	_____
English Language Arts	☐	☐	_____
Mathematics	☐	☐	_____
Physical Education	☐	☐	_____
Music	☐	☐	_____
Art	☐	☐	_____
Social Studies	☐	☐	_____
Science/Health	☐	☐	_____

9. Overall, approximately what percentage of instruction time do you spend in German? _____

10. By the end of the school year will you have completely covered the suggested curriculum in the following subjects?

	Probably yes	Yes	Probably no	No	Reason(s) (see below)
Mathematics	☐	☐	☐	☐	_____
Social Studies	☐	☐	☐	☐	_____
Science/Health	☐	☐	☐	☐	_____
English Language Arts	☐	☐	☐	☐	_____

If you answered "no" or "probably no" to any of the subjects indicate why by putting the letters A,B,C, or D in the reasons column above.

A. Too much content to be covered adequately in one year

B. Students have taken longer to learn the materials taught in German

C. Time spent teaching the German language has been at the expense of time for teaching the subject matter

D. Other (please specify) _____

_____

11. Approximately how many of your students had previous experience with German before entering the bilingual program? _____

12. How successful are the late entrants -- those without bilingual kindergarten or Grade 1 -- in integrating into the English-German program?

__ Very unsuccessful __ Unsuccessful __ Successful __ Very successful

13. Do you want the parents to be involved with the bilingual program?

__ Yes __ No

14. What major problems, if any, have your students encountered in the program?

_____

_____

15. How do you rate the overall success of the program this year?

__ Very unsuccessful __ Unsuccessful __ Successful __ Very successful

16. What changes, if any, do you recommend be made to the program? _____

_____

_____

17. Please make any additional comments you wish regarding the bilingual program on the back of this page.

BILINGUAL (ENGLISH-GERMAN) PROGRAM

Parent Questionnaire, Spring 1983

Grades 2 and 3

1. Which language(s) is (are) spoken at home? _____

2. Indicate the major reason(s) for enrolling your child in the bilingual program?

   __ future job opportunity

   __ to become bilingual

   __ cultural enrichment

   __ easier to learn a second language at an early age

   __ took advantage of the opportunity since the program was in the neighbourhood

   __ Canada is a country which is officially multicultural

   __ child attended other bilingual programs (where?_____)

   __ parent(s) speak German

   __ to help my child better understand German people and their way of life

   __ other (specify) _____

3. Currently in the bilingual program approximately 50% of the time is spent in German and 50% in English. Do you wish

   __ more time in German? (specify percentage German _____)

   __ less time in German? (specify percentage German _____)

   __ same amount of time in German as in English?

4. Do you want your child to develop an appreciation of German culture?

   __ Definitely not __ Preferably not __ Indifferent __ Preferably yes __ Definitely yes

5. Are sufficient German language materials available to your child?

   __ too few __ too many __ the right amount __ do not know

   Comment: _____

   _____

6. Were you personally involved with the bilingual program this year?

__ Yes __ No

If "yes" how were you involved? (check as many as apply)

__ field trips

__ publicity for bilingual program

__ preparation of German materials, games etc.

__ help in classroom

__ lunch hour supervision. How often?_____

__ Association for English-German Bilingual Education

__ other (please specify)_____

7. Would you like to be involved with the bilingual program next year?

__ Yes __ No

If "yes" how would you like to be involved? (check as many as apply)

__ field trips

__ publicity for bilingual program

__ preparation of German materials, games etc.

__ help in classroom

__ lunch hour supervision. How often?_____

__ Association for English-German Bilingual Education

__ other (please specify)_____

8. This year did you receive adequate information from the school about your child's progress in the German language? __ Yes __ No

9. The objectives of the Association for English-German Bilingual Education are to provide direction and feedback to EPSD administrators about the organization of the program, to receive and disseminate information about the program and to assist where possible in the provision of a better program. How well do you think the council has achieved these objectives this year?

__ Not at all __ Somewhat __ Very well __ Do not know

10. Have you received any information from the association for English-German Bilingual Education this year? __ Yes __ No

11. Should there be more communication between the Association for English-German Bilingual Education and the parents? __ Yes __ No

12. Does your child attend your neighborhood school? __ Yes __ No

13. If you answered "no" to question #12, how difficult was it to arrange transportation for your child?

__ Very difficult __ Somewhat difficult __ Somewhat easy __ Very easy

Comment: _____

_____

14. Does your child eat lunch at school? __ Yes __ No

15. If you answered "yes" to #14, how satisfied are you with the arrangements made for your child?

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Supervision	☐	☐	☐	☐	☐
Facilities	☐	☐	☐	☐	☐
Activities	☐	☐	☐	☐	☐

Comments: _____

_____

16. How do you feel about your child's participation in the bilingual program?

__ Very unhappy __ Unhappy __ Neutral __ Happy __ Very happy

17. How does your child feel about being in the bilingual program?

__ Very unhappy __ Unhappy __ Neutral __ Happy __ Very happy

18. Will you enrol your child in the bilingual program next year?

__ Yes __ No __ Undecided

If "no", why have you decided to withdraw your child from the bilingual program? (check as many as apply)

__ transportation problems (specify_____)

__ family moved to new neighborhood

__ child had trouble learning German

__ child had difficulty with English Language Arts

__ child conflicted with teacher and/or classmates

__ other (please specify)_____

_____

19. What changes, if any, would you like made to the bilingual program?

_____

_____

_____

CG 01/06/83

BILINGUAL (ENGLISH-GERMAN) PROGRAM

Parent Questionnaire, Spring 1983

Grades 1 and 4

Since this is the final year of the formal evaluation of the Bilingual (English-German) Program, we would like your reactions to the following components of the program. Please feel free to express your concerns and recommendations, and use extra space if necessary.

1. Transportation (busing, schedules, etc.)

2. Facilities (adequate space, etc.)

3. Curriculum Resources (textbooks, library books, etc.)

4. Personnel involved with the program

5. Overall success of the program

6. General remarks

7. Will you keep your child in the program to Grade 6?

__ YES __ NO

CULTURE-FREE SEI, FORM A

School_____Today's Date_____

Examiner_____Total___G___S___A___P___L___

Directions

Please mark each statement in the following way: If the statement describes how you usually feel, make a check mark (✓) in the "yes" column. If the statement does not describe how you usually feel, make a check mark (✓) in the "no" column. Please check only one column (either "yes" or "no") for each of the 60 statements. This is *not* a test, and there are no "right" or "wrong" answers.

		Yes	*No*
1.	I spend a lot of time daydreaming.	☐	☐
2.	Boys and girls like to play with me	☐	☐
3.	I like to spend most of my time alone	☐	☐
4.	I am satisfied with my school work	☐	☐
5.	I have lots of fun with my mother	☐	☐
6.	My parents never get angry at me.	☐	☐
7.	I wish I were younger	☐	☐
8.	I have only a few friends	☐	☐
9.	I usually quit when my school work is too hard	☐	☐
10.	I have lots of fun with my father	☐	☐
11.	I am happy most of the time	☐	☐
12.	I am never shy	☐	☐
13.	I have very little trust in myself	☐	☐
14.	Most boys and girls play games better than I do	☐	☐
15.	I like being a boy / I like being a girl.	☐	☐
16.	I am doing as well in school as I would like to	☐	☐
17.	I have lots of fun with both of my parents	☐	☐
18.	I usually fail when I try to do important things	☐	☐
19.	I have never taken anything that did not belong to me. . .	☐	☐
20.	I often feel ashamed of myself.	☐	☐
21.	Boys and girls usually choose me to be the leader.	☐	☐
22.	I usually can take care of myself	☐	☐
23.	I am a failure at school.	☐	☐
24.	I find it hard to make up my mind and stick to it.	☐	☐
25.	My parents make me feel that I am not good enough . . .	☐	☐
26.	I never get angry	☐	☐
27.	I often feel that I am no good at all	☐	☐
28.	I have many friends about my own age.	☐	☐
29.	Most boys and girls are smarter than I am.	☐	☐
30.	Most boys and girls are better than I am	☐	☐

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		Yes	*No*
31.	My parents dislike me because I am not good enough . . .	☐	☐
32.	I like everyone I know	☐	☐
33.	Children pick on me very often	☐	☐
34.	I like to play with children younger than I am	☐	☐
35.	I like to be called on by my teacher to answer questions . .	☐	☐
36.	I would change many things about myself if I could. . . .	☐	☐
37.	There are many times when I would like to run away from home	☐	☐
38.	I am as happy as most boys and girls	☐	☐
39.	I can do things as well as other boys and girls	☐	☐
40.	I often feel like quitting school.	☐	☐
41.	I worry a lot.	☐	☐
42.	My parents understand how I feel.	☐	☐
43.	When I have something to say, I usually say it	☐	☐
44.	I never worry about anything	☐	☐
45.	I am as nice looking as most boys and girls	☐	☐
46.	Other boys and girls are mean to me.	☐	☐
47.	I know myself very well	☐	☐
48.	I am doing the best school work that I can	☐	☐
49.	People can depend on me to keep my promises	☐	☐
50.	My parents think I am a failure.	☐	☐
51.	I always tell the truth	☐	☐
52.	I need more friends	☐	☐
53.	I always know what to say to people	☐	☐
54.	My teacher feels that I am not good enough.	☐	☐
55.	My parents love me	☐	☐
56.	I never do anything wrong	☐	☐
57.	Most boys and girls are stronger than I am	☐	☐
58.	I am proud of my school work.	☐	☐
59.	I often get upset at home	☐	☐
60.	I am never unhappy	☐	☐

Form A includes 60 items and the following sub-scales:

I. General Self-esteem Items

No.	Item
1.	I spend a lot of time daydreaming.
3.	I like to spend most of my time alone.
7.	I wish I were younger.
11.	I'm happy, most of the time.
13.	I have very little trust in myself.
15.	I like being a boy/girl.
18.	I usually fail when I try to do important things.
20.	I often feel ashamed of myself.
22.	I usually can take care of myself.
24.	I find it hard to make up my mind and stick to it.
27.	I often feel that I'm no good at all.
30.	Most boys and girls are better than I am.
33.	Children pick on me very often.
36.	I would change many things about myself if I could.
38.	I am as happy as most boys and girls.
41.	I worry a lot.
43.	When I have something to say, I usually say it.
45.	I'm as nice looking as most boys and girls.
47.	I know myself very well.
49.	People can depend on me to keep my promises.

II. Interpersonal-Peer Related Items

No.	Item
2.	Boys and girls like to play with me.
8.	I have only a few friends.
14.	Most boys and girls play games better than I do.
21.	Boys and girls usually choose me to be the leader.
28.	I have many friends about my own age.
34.	I like to play with children younger than me.
39.	I can do things as well as other boys and girls.
46.	Other children are mean to me.
52.	I need more friends.
57.	Most boys and girls are stronger than I am.

III. School-related Items

No.	Item
4.	I'm satisfied with my school work.
9.	I usually quit when my school work is too hard.
16.	I am doing as well in school as I would like to.
23.	I'm a failure at school.
29.	Most boys and girls are smarter than I am.
35.	I like to be called on by my teacher to answer questions.
40.	I often feel like quitting school.
48.	I'm doing the best school work that I can.
54.	My teacher feels that I'm not good enough.
58.	I'm proud of my school work.

IV. Parental-Home Related Items

No.	Item
5.	I have lots of fun with my mother.
10.	I have lots of fun with my father.
17.	I have lots of fun with both of my parents.
25.	My parents make me feel that I'm not good enough.
31.	My parents dislike me because I'm not good enough.
37.	There are many times when I would like to run away from home.
42.	My parents understand how I feel.
50.	My parents think I'm a failure.
55.	My parents love me.
59.	I often get upset at home.

V. Lie Items

No.	Item
6.	My parents never get angry at me.
12.	I am never shy.
19.	I have never taken anything that didn't belong to me.
26.	I never get angry.
32.	I like everyone I know.
44.	I never worry about anything.
51.	I always tell the truth.
53.	I always know what to say to people.
56.	I never do anything wrong.
60.	I'm never unhappy.